

SHOSHONE JOINT SCHOOL DISTRICT NO. 312
BOARD OF TRUSTEES' SPECIAL MEETING MINUTES
Tuesday: May 08, 2018
6:30 p.m. Board Work Session
7:00 p.m. Regular Board Meeting

Board Work Session: 6:30 p.m.

Present:

Board Members: Chair Anthony Bozzuto and Vice-chair Lorie Race. Trustees: Rachelle Livingston, Sarah Stowell, and Sarah Thomas. Work session began at 6:39 p.m. as a quorum was established.

Staff: Dr. Rob Waite, Superintendent. Principals Kelly Chapman and Emily Nelsen. Clerk Heather Wallace.

Absent: None

Guest: None

I. Budget Update: Dr. Waite opened the discussion with the Board of Trustees on the budget process taking place in order to present a proposed budget in the June meeting. The power point titled 2018-2019 Budget was presented and the following items were reviewed and discussed by the Board of Trustees and administration:

- What is a budget;
- Budget development and phases of developing a budget;
- Final phase of the budget is to operate under the adopted budget;
- District long range goals include:
 - a. Maintain extended day, alternative school, restorative justice classroom, all day kindergarten and other such programs.
 - b. Maintain instructional time;
 - c. Maintain training time for staff;
 - d. Technology;
 - e. Facility needs;
 - f. Investment in recruitment and retention of staff; and,
 - g. Believing the teacher is essential to the learning process.
- Goals align with the Nine Characteristics
- Items unique to the 2018-2019 budget include:
 - a. Health insurance had a 3% increase;
 - b. Continued transition to the career ladder for certified staff (or 3% increase for those who are not on the career ladder); and,
 - c. Maintenance requirements reinstated.

Regular Monthly Meeting 7:00 p.m.

I. Call to Order:

The monthly school board meeting was called to order at 7:01 p.m. by Chair Bozzuto. Meeting was held in the Shoshone High School art room (#278) located at 61 East Highway 24, Shoshone, Idaho.

1 Present:

2 **Board Members:** Chair Anthony Bozzuto and Vice-chair Lorie Race. Trustees: Rachelle
3 Livingston, Sarah Stowell, and Sarah Thomas. Quorum of the Board was established as
4 prescribed in Idaho Code: 33-510.

5 **Staff:** Dr. Rob Waite, Superintendent. Principals Kelly Chapman and Emily Nelsen. Clerk
6 Heather Wallace.

7 **Absent:** None

8 **Guest:** None

9
10 Chair Bozzuto led the Board and staff in the *Pledge of Allegiance*.

11
12 **II. Consideration of Public Input:**

13 Those wishing to address the Board will fill out a *Request to Appear* before the Board (4105F)
14 and submit to the District Clerk before the beginning of the meeting. None were presented

15
16
17 **III. Reports:**

18 A. Shoshone Education Association (S.E.A.): No report for the month of May

19 B. Shoshone Teachers: Principal Chapman report on the following:

- 20 • ISAT/SBAC testing will be completed by May 11, 2018
- 21 • Community Service/Clean Up Day is scheduled for May 15, 2018
- 22 • Celebration of Success Banquet is scheduled for May 16, 2018 at 6:30 p.m. at the McFall
23 Hotel.
- 24 • Mrs. Ruby, one student from Shoshone, one students from Dietrich are attending the
25 National. B.P.A. conference in Dallas, Texas.

26 C. Student Body: No report for the month of May.

27 D. Goals and School Improvement: Dr. Waite stated there was not a report for May.

28
29 **IV. Consent Agenda:**

30 A. Approval of Agenda

31 B. Approval of the Minutes

32 i. April 10, 2018: Regular Board Meeting Minutes

33 ii. April 17, 2018: Special Board Meeting Minuets

34 C. Principal/Superintendent Reports

35 D. Accept reports as presented

36
37 Vice-chair Race made a motion to approve the consent agenda as presented. Trustee Stowell
38 seconded.

39
40 Discussion: Dr. Waite reported the following:

- 41 • The District is still in the hiring process for next year;
- 42 • Interviews have been set for candidates for the elementary positions;
- 43 • Possible candidate for the elementary special education position;
- 44 • One elementary teacher who was thinking of moving has decided to stay with the
45 District; and,
- 46 • Next year it is possible the District will be working with student teachers to help fill
47 vacancies.

1 Chair Bozzuto stated it had been moved and seconded to approve the consent agenda as
2 presented and asked for Trustees' voice vote. Motion carried by five aye votes to zero nay votes.

3
4 **V. Financials:**

- 5 A. Accounts Payables
6 B. District Financial Statement
7 C. Secondary Financial Statement
8 D. Elementary Financial Statement
9

10 Vice-chair Race made a motion to accept the accounts payables and financial statements as
11 presented. Trustee Stowell seconded.
12

13 Discussion:

- 14 • Dr. Waite reviewed notes prepared by the business manager:
15 a. Special program funding, including grant funding, is being received by the District as
16 the year draws closer to the end of the fiscal period.
17 • Dr. Waite reported the secondary financial statement is not available due to an ongoing
18 investigation.
19 • Vice-chair Race pointed out the food service program is doing well. Dr. Waite agreed
20 and stated the department has had a good year in several areas.
21

22 Chair Bozzuto stated it had been moved and seconded to approve the accounts payables and
23 financial statements as presented and asked for Trustees' voice vote. Motion carried by five aye
24 votes to zero nay votes.
25

26 **VI. School Board Training- School Improvement:**

27 A. Student Achievement Changes for 2018-2019: Dr. Waite presented a power point titled *Idaho*
28 *Student Achievement*. In discussion with the Board of Trustees Dr. Waite stated the Idaho State
29 Department of Education (SDE) was required to submit a plan for accountability to the Federal
30 Department of Education, which was accepted. The plan is to identify the lowest 5% schools in
31 testing, improve the graduation rate from 79.7% to 95%, decrease the number of students who are
32 not proficient in English language arts and math by one-third, decrease the number of students
33 who are not making progress toward English language proficiency by one-third. In addition, the
34 State of Idaho will rely on multiple sets of data for information.
35

36 **VIII. Motion for Adjournment:**

- 37 A. Next Meeting:
38 Budget Hearing Session: Tuesday, June 12, 2018 6:30 p.m.
39 Regular Meeting: Tuesday, June 12, 2018 7:00 p.m.
40 Shoshone High School Art Room (#278)
41 61 East Highway 24
42 Shoshone, Idaho 83352
43

44 Vice-chair Race made a motion to adjourn the meeting at 7:13 p.m. Trustee Stowell seconded.
45

46 Discussion: None
47

48 Chair Bozzuto stated it had been moved and seconded to adjourn the meeting at 7:13 p.m. and
49 asked for Trustees' voice vote. Motion carried by five votes to zero nay votes.
50

1 Heather Wallace
2 District Clerk
3 May 08, 2018

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6 This document serves as the official minutes of the May 08, 2018 Board Meeting.

DRAFT: NOT YET APPROVED BY THE BOARD

2018-2019 BUDGET

What is a budget?

- A "budget" is the school district's plan for the upcoming fiscal year. The budget will always include estimated costs of goods and services, which the district intends to purchase in the upcoming fiscal year. And the budget will always include an estimate of the "resources" that the district will use to pay for the costs.

- Generally, “good” budget development and implementation facilitate transparency and accountability. Responsible spending is important to most citizens. Here are a few of the ways in which the budget process can facilitate transparency and accountability: (1) uniform procedures, (2) independent committee members, (3) public meetings, and (4) public participation.

- **Phase 1** begins the process. Phase 1 involves the budget officer. The budget officer puts together a proposed budget based on school goals.
- **Phase 2** involves the budget committee. The budget committee reviews the proposed budget, listens to comments from citizens, and approves a proposed budget. The budget committee reviews the proposal to ensure that the district is planning to spend money in furtherance of expressly stated district goals.

- **Phase 3** involves the school board. Phase 3 includes adopting the budget and hearing again from the community.
- **Phase 4** involves the school district and the school board. Phase 4 occurs during the fiscal year when the local government is operating under the adopted budget to implement plan laid out in the budget.

Long Range Plan Goals

- Maintain innovative programs (extended day, alternative school, restorative justice, all day kindergarten, etc.)
- Maintain instructional time
- Maintain training time
- Technology
- Facilities needs
- We believe in investment in recruitment and retention of the best teachers and staff.
- We believe the teacher is essential to the learning process

School Goals

- Nine Characteristics

- Clear and shared focus
- Effective leadership
- High levels of collaboration
- Curriculum, instruction and assessment aligned with standards
- Frequent monitoring of learning and teaching
- Focused professional development

- Supportive learning environment
- High levels of appropriate parental involvement
- High standards and expectations of all students

Build proposed budget

- Initial is based on certain assumptions/gather input
- Gather staff budgets, review last years expenditures, review new information
- Convene budget committee meeting, make adjustments, eventually approve proposed budget
- Board approves budget, and other associated proposals

Unique to 2018-2019

- Health Insurance about 3% increase
- Continued transition to career ladder (career ladder or 3%) on a 5 year implementation plan (year 4)
- Maintenance requirements reinstated, catching up

Questions, comments,
concerns?

Idaho Student Achievement

- Identify lowest 5%

- improving the high school graduation rate to 95 percent, up from 79.7 percent in 2017.
- Decreasing the number of students who are not proficient at English language arts and math by one third.
- Decreasing the number of students who are not making progress toward English language proficiency by one third.

- Under the ESSA plan, Idaho will not judge its schools based on a single, high-stakes test or assign overall letter grades or star rankings to schools.
- Instead, the state will rely on multiple sets of data — including students' growth toward proficiency; college- and career-readiness benchmarks, such as the number of high school students earning college credits or industry certifications; and student engagement surveys completed by third- through eighth-graders. Next year, surveys of high school students, parents and educators will be added to the mix.